



Sveriges lantbruksuniversitet
Swedish University of Agricultural Sciences

Division of Planning

PM

SLU ID: SLU.ua 2019.1.1.1-3933

2019-12-13

Concept Paper: Draft for SLU's strategy 2021-2025

Planned disposition of the University strategy:

The strategy document will have a disposition as follows (paragraphs 1–4 below). The Concept Paper addresses paragraphs 2 and 3.

1. Background/Future scenario
2. Vision and Mission statement
3. Focus areas
4. Implementation and Follow up

Priority measures given to achieve the strategic objectives will be placed in operational plans. The Faculty strategies will be appendices to the University strategy.

Vision and Mission Statement

Reading instructions: The Vision and Mission Statement emanate from an imagined future context, which describes SLU's role in a changed world. SLU's "Brand manual" describing core values, basic values and SLU's framework story is included in the same "ideological package", where different parts have different purposes. The Vision and the Mission Statement apply to the entire SLU; thus, the faculties will not produce their own.

Context: In a future of climate change and growing populations, where understanding of systems are needed locally and globally, SLU will be a driving force for a sustainable thriving world.

Vision: SLU is a driving force for a sustainable, thriving world.

Mission Statement: SLU is a university where knowledge, education and environmental assessment come together to create the best possible conditions for all life on our planet.

Focus areas

Reading instructions: Focus areas are University-wide areas of a general nature that apply across Faculties, Departments and Disciplinary domains.

The focus areas show what SLU as a University will put emphasis on during the period 2021–2025, in order to create the best possible conditions for the organization to develop in accordance with the vision. The Focus areas will also serve as a general guide for planning and prioritizing within the organization.

In this draft, three focus areas have been selected. All three are relevant for research, education, collaboration as well environmental monitoring and assessment.

Please note that Faculties and Departments have the mandate to decide upon the focus of research, which is therefore not included in the University strategy, to which this proposal applies. The Faculty strategies will, as mentioned above, be included as appendices to the University strategy, in order to provide a comprehensive picture of SLU.

1. SLU's next step towards sustainability

Justification: SLU has the capacity to establish itself as the University that makes a difference in the transition to a sustainable society. In collaboration with stakeholders, we can use our specific knowledge and skills to support and drive the change needed to meet climate change and achieve the Sustainable Development Goals (SDGs).

Overall strategic objective: SLU is perceived as the leading University in Sweden for conversion to a sustainable society

Intermediate objectives 2025:

- a) SLU's position as an attractive and driving partner for sustainable change has been strengthened.
- b) SLU has increased its expertise in the understanding of systems through interdisciplinary and multidisciplinary science.
- c) All education provide in a clearer way tools for students and doctoral students to contribute to a sustainable society.

- d) SLU's education has developed in order to meet the needs for lifelong learning in a sustainable society.
- e) SLU has increased its importance in science-based decision support linked to sustainable change.
- f) SLU has set an example for other universities by being a consistently sustainable organization.

Contents:

SLU's role in sustainable transition will be developed by better utilizing our strengths in the form of high-quality research, education and environmental monitoring and assessment, as well as established contacts with other actors in society. Collaboration with stakeholders should be further developed and broadened to new areas. Our capacity for international cooperation is to continue to develop, and specifically based on SLU's policy for Agenda 2030 regarding capacity development in developing countries.

The natural sciences profile of SLU should be maintained, while at the same time our competence in social sciences should be broadened. System understanding and the ability to integrate environmental, social and economic dimensions will be strengthened, both through collaboration with other universities and through the development of new research directions within SLU. SLU should be able to contribute to solutions to complex, global societal challenges that often involve target conflicts. In order to further strengthen this capacity, new working methods need to be developed that stimulate interdisciplinary and multidisciplinary approaches. SLU can also contribute to a deeper understanding of how scientifically based knowledge can contribute to societal change.

The students are SLU's largest direct contribution to the development of a sustainable living world, both in Sweden and globally. It is therefore important that the number of students at SLU increases, and that students are recruited from all parts of Sweden's young population. When students and doctoral students graduate from SLU, they should carry with them knowledge and tools that enable them to contribute to a sustainable world, both in their future working life and as community citizens. Through collaboration with external stakeholders, SLU will ensure that their education addresses the sustainability issues that are relevant to working life and society.

In order to meet the rapid pace of change in society, new knowledge about sustainability is also required by people who are already working professionals. SLU has a particular responsibility for lifelong learning in our sectors, as SLU is the only university in Sweden that can provide advanced knowledge in forestry, agriculture, landscape architecture, veterinary medicine etc.

SLU will, while protecting academic integrity, actively contribute to solutions to societal problems ("SLUtions"). SLU's "institute role" should be clarified so that support for our sectors' climate adaptation and sustainable change is made visible.

Our campus environments should be used as meeting places, where collaboration on knowledge, development and innovation is stimulated. An important part of the University's societal role consists of assignments in environmental monitoring and assessment, where SLU provides science-based decision support on complex issues where different goals may stand against each other. SLU will strive to carry out high-quality assignments that strengthen our own operations and contribute to SLU becoming more known and thus more engaged.

SLU also has the capacity to show that we, as an organization, live as we learn and have high ambitions in terms of sustainability.

2. The Digital SLU

Justification: The digital development is a fundamental societal transformation that affects most things in our everyday lives. For us, as a University, it offers many new opportunities, but also places new demands on all parts of the organization. The focus area includes both digitization as a subject as well as the technical preconditions.

Overall strategic objective: SLU uses digital development as an opportunity for increased quality in education, research and environmental monitoring and assessment

*Intermediate objectives 2025 *:*

- a) Education, research and environmental assessment at SLU utilizes the possibilities of digital development to a larger extent.
- b) The contents of the educational programs are adapted to the students' future professional role in a digital world.
- c) SLU's research has been strengthened and developed through links to the subject area of digitization.
- d) SLU has developed infrastructure and system capacity to meet the opportunities and needs of digital development.

* Intermediate objectives and wordings are subject to change in connection with the development of a Digitization policy in the spring of 2020.

Contents:

There is great potential in using the possibilities of digitization to a greater extent in education, research and environmental monitoring and assessment at SLU. We can benefit from the knowledge in areas where we are already far ahead, such as monitoring and analysis within forestry, biodiversity, animal health and fish stocks. An important component is how "big data" can be used to develop new knowledge that underlies interpretation and understanding of complex systems. Digitization can also contribute to "open science" where information and communication of research results and underlying data are made available and refined for our students, stakeholders and society at large.

The digital development also has a profound impact on education at SLU. The biggest challenge in this context is perhaps how SLU's education can prepare students for a future professional role in a more digitalized society. It places demands on both the content of the educational programs and competence development for the teaching staff. Digital development also provides opportunities to conduct teaching in new ways with digital learning platforms as a complement to traditional forms of teaching, which can be particularly important in an increased focus on lifelong learning. Development of new educational programs is possible in subject areas such as technology and digitalization in relation to our areas of strength. New educational programs will contain technology and digitalization to such extent that SLU will apply for entitlement to award Master of Science degrees in Engineering.

SLU has beneficial opportunities to develop research with links to the field of digitalization, both internally and in collaboration with other educational institutions, governmental authorities and industry partners. The potential range is large and may include possibilities as well as consequences of digitalization in research on sustainable production systems and management, as well as social and ethical aspects of digitalization in our subject areas.

Development of digital infrastructure, technology and systems is a prerequisite for our future operations. Important factors in this are capacity for data storage and networks, as well as systems for making results and data available from research and environmental monitoring and assessment. Development of good infrastructure provides opportunities for more efficient and well-functioning support structures, animal hospital, library, experimental stations, etc. Other important factors are opportunities for competence development, and support for the use of the digital infrastructures.

3. Ett SLU

Justification: The emphasis in the heading is on the first word, 'one'. By seeing SLU as a whole, our overall capacity to be the driver of change needed to create a vibrant, sustainable world is strengthened. 'One SLU', that collaborates internally, with equal opportunities for students and staff, can work more efficiently and with unified strength. 'One SLU' also makes it clearer to the outside world what we stand for.

Overall strategic objective: A stronger common image of SLU internally and externally

Intermediate objectives 2025:

- a) Collaboration across organizational boundaries and between areas of activity has been facilitated and strengthened.
- b) The quality of education, research and environmental analysis has been strengthened through a better balance between these areas.
- c) SLU has seized the opportunities offered by a geographically dispersed

organization.

- d) The sense of community has increased through more harmonized processes and equal opportunities, regardless of which part of SLU that employees and students belong to.
- e) Equal opportunities for students and employees apply to the entire SLU.

Contents:

Internal collaboration constitutes a potential to explore and strengthen. Enriching the operations in this way requires arenas and contact points that bridge physical and mental barriers. The outside world should be able to turn to 'One SLU' and meet us as a collaborative partner throughout our breadth, instead of as separate parts. This increases the attractiveness of our educational activities and of SLU as a collaboration partner in research and environmental analysis.

Efforts to develop SLU's education to ensure a high quality and social relevance clearly need to be the focus of all parts of the university. In addition, a better balance between education, research and environmental monitoring and assessment is clearly a driving force for quality, in all areas of activity. For example, education benefits from strong research in the field, while research is stimulated by the students' participation. Quality and balance are also important in research. At SLU, both free basic research and application-driven research have their obvious place.

The wealth of being represented throughout the country is a strength in that SLU is never far away, neither for students and employees, nor for the outside world. At the same time, geographical distances may present obstacles for contact and communication. By finding ways to work around these obstacles and create a sense of togetherness and equality, this strength can be fully utilized. This means that the surrounding world will get a uniform impression of SLU, regardless of geographical location. Equality is also about offering similar conditions for the students regardless of the place of study, good conditions for leadership, similar administrative processes, etc. Regardless of location, all employees and students are a clear part of a SLU.

Equal opportunities in all its aspects must be a matter of course at SLU. Gender equality is about women and men having the same power to shape society and their lives. In the field of gender equality, SLU addresses e.g. career paths, opportunities for funding, gender-bound study choices and the existence of impeding norms and power schemes. SLU counteracts discrimination and strengthens the conditions for all students and staff to have access to equal rights and opportunities regardless of gender, sexual orientation, gender identity or expression, disability, ethnic origin, religion, other beliefs or age. Equal treatment is created through a norm-critical approach that challenges limiting, existing patterns.

SLU's effort in this area gives a clear signal to the outside world and contributes to making SLU attractive to prospective employees and students.

